



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1502 W Mountain View Rd, Phoenix, AZ 85021

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Joseph Negron
Schedule : 07:30 AM to 03:30 PM
Grades : Pre-K-6
Web Address : www.wesd.k12.az.us
Phone Number : (602) 347-4100
Fax Number : (602) 347-4120
E-mail : jnegron@mv.wesd.k12.az.us

Mission

Raise the Bar,
Close the Gap,
Accept no Excuses.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 Corrective Action
2004-05 Corrective Action
2003-04 Corrective Action

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü Teachers will continue to develop and implement research-based instructional practices and delivery systems in the area of literacy.
- ü Teachers will use research-based academic intervention programs to raise student achievement in the area of reading.
- ü Teachers will continue to analyze assessment data for data-driven decision-making to increase student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 976
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 28

Mountain View Elementary School

Instructional Programs

- ü Art/Music/Physical Education
- ü Technology/Teaching - Learning Stations
- ü Reading First Grant Program (K-3)
- ü Gifted Program
- ü Full-day Kindergarten
- ü Headstart
- ü After-school Classes/Saturday School
- ü Literacy Center/Academic Intervention

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	7/25/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Our school strives to provide: a safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

It is the parents' responsibility to demonstrate respect for learning and the teaching role of the school, to work collaboratively with the school, to support the discipline and prevention programs, and to ensure the child is present each day, on time, and ready to learn.

Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. Students shall conform to all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü WESD Lamp of Learning Awards	2006
ü Applied for and received CSR Grant	2006
ü Reading First Grant: Grades Kdg Through 3	2003
ü 21st Century Grant	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	2709	80010	99	100	99	411	435	447	22	15	10	41	24	18	36	49	53	1	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1273	38935	99	100	99	411	435	447	19	13	9	44	25	19	36	50	55	1	12	17
Male	72	1436	40974	100	100	98	410	435	448	25	16	11	38	23	18	36	49	52	1	12	19
African American	NC	173	4201	NC	100	99	NC	422	430	NC	22	17	NC	27	23	NC	43	51	NC	8	9
Hispanic	121	1275	34545	99	100	99	408	422	432	25	20	14	42	30	24	31	46	53	2	5	9
Asian/Pacific Islander	NC	85	2068	NC	100	99	NC	449	474	NC	8	4	NC	20	10	NC	51	50	NC	21	36
American Indian/Alaskan Native	NC	105	3979	NC	100	96	NC	423	424	NC	16	17	NC	30	30	NC	49	47	NC	5	6
White	10	1071	35142	100	100	99	NA	453	465	NA	8	5	NA	17	11	NA	54	56	NA	21	28
Students with Disabilities	17	385	10161	100	100	93	389	406	419	41	35	28	47	32	28	12	28	36	NA	5	8
Students without Disabilities	128	2324	69849	99	100	100	413	439	451	20	11	7	40	23	17	39	53	56	2	13	19
Limited English Proficient Students	94	774	14013	99	99	97	400	409	413	30	26	24	45	36	34	26	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	145	1854	39029	99	99	98	411	426	432	22	18	14	41	29	25	36	47	52	1	6	9
Non-Economically Disadvantaged	--	855	40981	--	100	100	--	455	462	--	9	6	--	14	13	--	54	54	--	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	2701	79438	99	100	98	416	438	451	19	14	9	44	29	24	35	51	56	1	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1271	38775	99	100	99	421	444	457	15	11	7	44	28	22	38	53	58	3	8	13
Male	72	1430	40560	100	100	97	411	433	446	24	17	12	44	29	25	32	49	54	NA	5	9
African American	NC	172	4178	NC	100	98	NC	428	439	NC	22	13	NC	23	29	NC	53	52	NC	2	6
Hispanic	121	1272	34297	99	100	98	412	424	434	22	19	14	45	36	31	31	42	50	2	3	5
Asian/Pacific Islander	NC	85	2063	NC	100	99	NC	453	475	NC	6	3	NC	28	15	NC	56	63	NC	9	20
American Indian/Alaskan Native	NC	104	3940	NC	100	95	NC	428	429	NC	15	14	NC	30	36	NC	53	47	NC	2	3
White	10	1068	34887	100	100	98	NA	456	471	NA	8	4	NA	20	15	NA	61	63	NA	11	18
Students with Disabilities	17	377	9588	100	99	88	385	399	416	59	43	30	29	30	32	12	24	34	NA	3	5
Students without Disabilities	128	2324	69850	99	100	100	420	444	456	14	10	7	46	28	23	38	55	59	2	7	12
Limited English Proficient Students	94	774	13856	99	99	96	398	406	407	29	28	27	52	44	43	19	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	145	1849	38685	99	99	97	416	429	435	19	17	14	44	33	32	35	46	50	1	4	5
Non-Economically Disadvantaged	--	852	40753	--	100	99	--	458	467	--	7	5	--	19	16	--	62	62	--	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	143	2700	79971	98	100	99	408	413	423	9	11	8	51	43	41	40	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1272	38974	97	100	99	416	427	437	10	7	5	38	36	33	53	53	57	NA	3	4
Male	71	1428	40895	99	100	98	401	401	410	8	13	10	65	50	47	27	36	41	NA	1	2
African American	NC	172	4203	NC	100	99	NC	406	411	NC	13	11	NC	49	45	NC	37	43	NC	1	2
Hispanic	119	1269	34481	98	99	99	404	403	410	11	13	10	50	47	46	39	39	43	NA	1	1
Asian/Pacific Islander	NC	85	2067	NC	100	99	NC	428	449	NC	8	4	NC	31	28	NC	60	60	NC	1	8
American Indian/Alaskan Native	NC	105	3995	NC	100	96	NC	399	409	NC	14	10	NC	51	47	NC	34	42	NC	NA	1
White	10	1069	35150	100	100	99	NA	426	437	NA	7	5	NA	38	35	NA	51	56	NA	3	5
Students with Disabilities	17	382	10258	100	100	94	356	355	377	35	33	23	59	48	51	6	18	25	NA	1	1
Students without Disabilities	126	2318	69713	98	100	100	415	422	429	6	7	5	50	43	39	44	48	52	NA	2	3
Limited English Proficient Students	92	772	13985	97	99	97	391	387	382	14	18	18	58	52	54	28	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	143	1850	38994	98	99	98	408	405	409	9	12	10	51	48	47	40	39	41	NA	1	1
Non-Economically Disadvantaged	--	850	40977	--	100	100	--	431	437	--	7	5	--	34	34	--	55	56	--	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	2820	80147	100	100	99	446	468	482	22	14	11	31	22	17	44	49	49	3	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1371	39281	100	100	99	448	469	483	19	12	9	32	24	17	47	50	50	3	15	24
Male	72	1448	40780	100	100	98	445	468	482	24	16	12	31	21	17	42	48	48	4	15	24
African American	NC	182	4249	NC	100	99	NC	449	464	NC	19	17	NC	30	22	NC	46	48	NC	5	13
Hispanic	123	1209	33494	100	100	99	443	455	466	24	19	15	33	27	23	41	44	49	3	9	14
Asian/Pacific Islander	NC	101	2103	NC	100	99	NC	485	515	NC	9	4	NC	16	8	NC	56	44	NC	19	45
American Indian/Alaskan Native	NC	108	4117	NC	99	96	NC	458	456	NC	15	19	NC	27	27	NC	53	46	NC	6	8
White	NC	1220	36122	NC	100	99	NC	484	501	NC	8	5	NC	16	10	NC	53	50	NC	23	35
Students with Disabilities	29	447	10295	100	99	92	425	436	443	45	36	33	31	28	26	17	31	33	7	5	8
Students without Disabilities	117	2373	69852	100	100	100	451	474	488	16	10	7	31	21	16	50	52	51	3	17	26
Limited English Proficient Students	90	625	12722	100	100	97	432	436	441	32	29	27	36	35	33	31	34	37	1	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	144	1837	38371	100	99	97	446	458	465	22	17	15	31	26	23	44	47	49	3	9	13
Non-Economically Disadvantaged	NC	983	41776	NC	100	100	NC	487	498	NC	7	6	NC	15	11	NC	52	49	NC	26	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	2816	79686	100	100	98	439	458	470	24	15	11	33	29	24	43	52	57	NA	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1372	39163	100	100	99	451	463	475	18	12	9	27	28	22	55	55	60	NA	5	10
Male	72	1443	40438	100	99	97	429	453	465	29	18	13	39	29	25	32	49	54	NA	4	7
African American	NC	183	4228	NC	100	98	NC	446	458	NC	19	15	NC	34	28	NC	46	53	NC	1	4
Hispanic	123	1208	33299	100	100	98	438	443	452	24	21	17	34	35	32	41	43	47	NA	1	3
Asian/Pacific Islander	NC	101	2097	NC	100	99	NC	459	490	NC	12	5	NC	26	13	NC	60	68	NC	2	14
American Indian/Alaskan Native	NC	108	4087	NC	99	96	NC	448	446	NC	15	16	NC	41	38	NC	42	44	NC	3	2
White	NC	1216	35914	NC	99	98	NC	475	489	NC	9	5	NC	21	15	NC	62	67	NC	8	14
Students with Disabilities	29	442	9808	100	98	87	402	418	432	72	46	35	10	31	32	17	23	30	NA	1	3
Students without Disabilities	117	2374	69878	100	100	100	449	465	475	12	10	8	38	28	23	50	57	61	NA	5	9
Limited English Proficient Students	90	626	12594	100	100	96	423	419	422	33	35	34	43	44	45	23	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	144	1839	38095	100	99	97	440	447	452	24	19	17	33	34	32	44	46	48	NA	2	3
Non-Economically Disadvantaged	NC	977	41591	NC	100	99	NC	479	486	NC	8	6	NC	20	16	NC	63	65	NC	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	2835	80372	100	100	99	455	465	475	9	7	4	35	34	30	55	59	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1378	39452	100	100	99	467	479	488	5	4	3	29	28	22	64	67	72	1	2	3
Male	72	1456	40836	100	100	98	443	451	464	13	9	6	40	39	37	47	50	56	NA	1	1
African American	NC	184	4264	NC	100	99	NC	457	465	NC	9	5	NC	32	35	NC	59	59	NC	1	1
Hispanic	123	1213	33608	100	100	99	455	453	462	8	9	6	36	39	36	55	51	57	1	1	1
Asian/Pacific Islander	NC	100	2098	NC	99	99	NC	482	500	NC	3	2	NC	28	16	NC	65	75	NC	4	7
American Indian/Alaskan Native	NC	108	4128	NC	99	97	NC	461	464	NC	8	4	NC	32	39	NC	59	56	NC	NA	1
White	NC	1230	36213	NC	100	99	NC	477	489	NC	4	2	NC	29	22	NC	65	72	NC	1	3
Students with Disabilities	29	457	10526	100	100	94	396	414	427	34	21	15	45	53	53	21	26	31	NA	NA	1
Students without Disabilities	117	2378	69846	100	100	100	470	474	482	3	4	3	32	30	26	64	65	69	1	1	2
Limited English Proficient Students	90	629	12747	100	100	97	435	427	432	13	15	12	44	50	52	42	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	144	1850	38521	100	100	98	455	455	461	9	8	6	34	39	38	56	52	55	1	1	1
Non-Economically Disadvantaged	NC	985	41851	NC	100	100	NC	483	489	NC	4	3	NC	24	22	NC	70	72	NC	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2774	79306	99	100	99	472	487	504	22	19	13	42	26	20	33	45	49	4	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1319	38845	98	100	99	474	488	505	23	17	11	38	28	20	33	46	50	7	9	18
Male	69	1453	40383	100	100	98	470	487	504	20	21	14	45	25	19	33	44	47	1	10	19
African American	NC	177	4171	NC	100	98	NC	468	485	NC	24	20	NC	38	26	NC	35	44	NC	3	10
Hispanic	106	1226	32673	99	100	99	469	473	487	24	25	18	42	32	25	32	39	46	3	4	10
Asian/Pacific Islander	NC	81	2147	NC	99	99	NC	518	539	NC	11	5	NC	12	10	NC	54	46	NC	22	40
American Indian/Alaskan Native	NC	98	4034	NC	99	97	NC	478	479	NC	20	22	NC	33	29	NC	43	43	NC	4	7
White	11	1191	36234	100	99	99	490	503	523	9	13	6	36	19	13	36	53	52	18	16	28
Students with Disabilities	22	459	10286	100	99	91	455	452	462	18	49	41	77	31	27	5	18	27	NA	3	5
Students without Disabilities	108	2315	69020	99	100	100	475	494	510	22	13	9	34	25	18	39	50	52	5	11	21
Limited English Proficient Students	50	471	10291	96	98	96	445	448	458	46	46	38	48	37	34	6	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	130	1788	37437	99	99	97	472	476	486	22	23	19	42	31	26	33	41	46	4	5	9
Non-Economically Disadvantaged	--	986	41869	--	100	100	--	507	521	--	12	7	--	17	14	--	53	51	--	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	2772	79000	100	100	98	464	478	489	17	14	10	34	28	24	49	53	58	NA	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1319	38774	100	100	99	471	484	494	15	10	7	29	26	22	56	58	61	NA	6	10
Male	69	1451	40150	100	100	98	458	473	485	19	18	12	39	30	25	42	48	55	NA	5	8
African American	NC	176	4153	NC	100	98	NC	467	476	NC	16	13	NC	34	30	NC	48	53	NC	1	4
Hispanic	107	1225	32508	100	100	98	461	465	472	18	19	15	35	36	33	48	43	49	NA	2	3
Asian/Pacific Islander	NC	82	2142	NC	100	99	NC	497	510	NC	11	4	NC	18	14	NC	60	67	NC	11	16
American Indian/Alaskan Native	NC	98	4016	NC	99	96	NC	463	467	NC	17	14	NC	32	37	NC	51	46	NC	NA	2
White	11	1190	36135	100	99	98	483	494	508	9	9	4	27	19	14	64	63	67	NA	9	15
Students with Disabilities	22	457	9991	100	98	88	422	440	449	41	42	33	59	36	36	NA	20	29	NA	1	2
Students without Disabilities	109	2315	69009	100	100	100	472	485	495	12	9	6	29	26	22	59	59	62	NA	6	10
Limited English Proficient Students	51	471	10199	98	98	95	431	435	439	35	41	35	55	45	47	10	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	131	1787	37234	100	99	97	464	469	472	17	17	15	34	33	33	49	48	50	NA	2	3
Non-Economically Disadvantaged	--	985	41766	--	100	99	--	496	505	--	9	5	--	19	16	--	61	65	--	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	2787	79611	100	100	99	470	484	496	13	10	7	41	39	37	46	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1321	39016	100	100	99	478	503	511	13	6	4	29	31	29	58	63	66	NA	0	1
Male	69	1464	40519	100	100	98	463	467	482	13	14	10	52	46	44	35	40	46	NA	NA	0
African American	NC	176	4188	NC	100	98	NC	486	486	NC	9	9	NC	41	40	NC	50	50	NC	NA	0
Hispanic	107	1231	32855	100	100	99	467	471	481	14	13	10	39	44	43	47	43	47	NA	NA	0
Asian/Pacific Islander	NC	82	2149	NC	100	100	NC	487	519	NC	11	4	NC	29	24	NC	59	70	NC	1	2
American Indian/Alaskan Native	NC	99	3992	NC	100	96	NC	476	478	NC	8	10	NC	53	46	NC	39	44	NC	NA	0
White	11	1198	36380	100	100	99	493	498	511	9	7	4	45	33	30	45	60	65	NA	0	1
Students with Disabilities	22	471	10664	100	100	94	433	426	440	18	27	23	82	56	54	NA	17	22	NA	NA	1
Students without Disabilities	109	2316	68947	100	100	100	478	495	504	12	6	4	33	35	34	55	58	61	NA	0	1
Limited English Proficient Students	51	473	10362	98	99	97	415	428	438	27	25	22	57	56	57	16	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	131	1799	37626	100	100	98	470	475	479	13	11	10	41	42	45	46	46	45	NA	0	0
Non-Economically Disadvantaged	--	988	41985	--	100	100	--	500	511	--	7	4	--	32	30	--	61	65	--	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	2675	79327	96	100	98	482	505	518	34	25	19	30	22	20	36	43	46	NA	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1240	38961	96	100	98	484	507	520	37	23	16	24	21	20	39	46	48	NA	10	16
Male	54	1435	40295	96	100	97	480	504	516	31	26	21	35	22	19	33	40	44	NA	11	16
African American	NC	184	4247	NC	100	98	NC	488	499	NC	34	27	NC	22	24	NC	39	41	NC	5	8
Hispanic	86	1153	32327	96	99	98	481	488	499	35	34	27	30	26	25	35	35	41	NA	4	8
Asian/Pacific Islander	11	73	1939	100	97	99	487	517	556	27	12	6	36	23	10	36	53	47	NA	11	36
American Indian/Alaskan Native	NC	114	4391	NC	100	96	NC	491	489	NC	32	32	NC	29	27	NC	34	36	NC	4	4
White	NC	1151	36373	NC	100	98	NC	526	538	NC	14	10	NC	17	14	NC	50	52	NC	19	25
Students with Disabilities	16	339	9321	80	98	87	457	461	467	63	61	54	19	20	22	19	17	21	NA	2	3
Students without Disabilities	92	2336	70006	100	100	100	486	511	524	29	19	14	32	22	19	39	46	49	NA	12	18
Limited English Proficient Students	42	408	9431	91	99	95	464	456	466	52	64	53	31	24	27	17	11	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	108	1696	37097	96	99	97	482	492	498	34	31	27	30	24	25	36	39	41	NA	6	7
Non-Economically Disadvantaged	--	979	42230	--	100	99	--	528	535	--	14	11	--	17	15	--	49	50	--	20	24

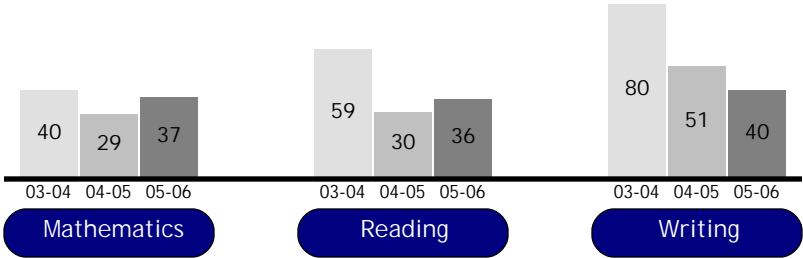
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	2672	79501	96	100	98	471	490	497	21	14	10	33	27	25	45	56	60	NA	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1239	39062	96	100	99	483	497	502	15	11	8	31	25	23	54	60	64	NA	4	5
Male	54	1433	40368	96	100	98	460	484	491	28	16	13	35	29	27	37	52	57	NA	3	3
African American	NC	183	4279	NC	100	99	NC	476	485	NC	17	14	NC	33	30	NC	49	54	NC	1	2
Hispanic	86	1152	32389	96	99	98	473	473	478	19	21	16	35	34	34	47	43	48	NA	1	1
Asian/Pacific Islander	11	73	1936	100	97	99	458	490	519	36	10	3	36	30	14	27	58	73	NA	3	9
American Indian/Alaskan Native	NC	114	4401	NC	100	96	NC	480	473	NC	14	17	NC	41	40	NC	44	43	NC	1	1
White	NC	1150	36446	NC	100	99	NC	509	516	NC	6	4	NC	18	15	NC	70	73	NC	7	7
Students with Disabilities	16	336	9411	80	97	88	436	448	453	69	46	36	6	32	36	25	20	26	NA	1	1
Students without Disabilities	92	2336	70090	100	100	100	478	496	502	13	9	7	38	26	24	49	61	65	NA	4	5
Limited English Proficient Students	42	407	9401	91	99	94	443	437	443	45	50	40	40	39	46	14	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	108	1694	37183	96	99	97	471	478	479	21	18	16	33	33	34	45	48	49	NA	1	1
Non-Economically Disadvantaged	--	978	42318	--	100	99	--	510	513	--	7	5	--	18	17	--	68	70	--	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2680	80000	95	100	99	548	561	564	4	4	3	11	10	11	79	78	75	6	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1239	39288	95	100	99	554	579	579	6	2	2	8	5	6	77	81	77	9	13	16
Male	53	1441	40644	95	100	98	542	546	549	2	5	4	15	15	15	81	75	74	2	5	7
African American	NC	185	4307	NC	100	99	NC	541	551	NC	8	4	NC	12	13	NC	76	75	NC	4	7
Hispanic	84	1152	32672	93	99	99	549	549	548	4	5	4	12	12	14	79	78	76	6	5	6
Asian/Pacific Islander	11	73	1945	100	97	99	547	569	592	9	5	1	NA	4	4	82	78	69	9	12	25
American Indian/Alaskan Native	NC	114	4424	NC	100	97	NC	570	549	NC	NA	3	NC	6	14	NC	88	77	NC	6	5
White	NC	1156	36602	NC	100	99	NC	575	579	NC	2	2	NC	9	7	NC	76	75	NC	13	16
Students with Disabilities	16	345	9919	80	100	93	546	504	505	NA	10	9	19	33	35	75	54	54	6	3	2
Students without Disabilities	90	2335	70081	98	100	100	548	569	571	4	3	2	10	7	7	80	81	79	6	9	12
Limited English Proficient Students	40	405	9571	87	98	96	515	495	502	8	14	10	18	24	29	75	62	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	106	1700	37534	95	99	98	548	551	547	4	4	4	11	12	15	79	78	76	6	6	5
Non-Economically Disadvantaged	--	980	42466	--	100	100	--	578	578	--	3	2	--	7	7	--	77	75	--	14	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	28	NA	58	100	29	40	47	100	24	35	46
	Language	96	14	44	50	100	30	40	47	100	24	35	48
	Mathematics	97	25	57	64	100	31	41	50	100	22	39	52
3	Reading	99	34	NA	55	99	23	40	44	100	20	37	46
	Language	100	45	56	61	99	24	40	44	100	25	39	46
	Mathematics	100	37	53	61	99	27	44	51	100	25	43	52
4	Reading	95	24	NA	56	96	30	42	48	99	27	44	52
	Language	99	25	48	52	96	35	44	49	99	30	44	52
	Mathematics	99	28	54	61	99	35	45	53	99	30	48	58
5	Reading	94	34	NA	55	100	32	47	50	100	32	48	56
	Language	95	30	45	49	100	32	48	50	100	35	44	54
	Mathematics	95	44	57	63	100	33	44	49	100	30	41	52
6	Reading	91	30	NA	56	99	37	48	51	97	39	52	56
	Language	99	23	44	48	99	33	45	47	97	30	46	50
	Mathematics	98	34	60	66	99	34	46	52	97	34	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Mountain View Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To develop increased communication
- ü To facilitate budget implementation
- ü To engage in shared decision-making
- ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	60.00
Other Professional Staff	4.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	7	1	0	0
7 to 9 years	3	4	0	0
10 or more years	16	12	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	172
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE/Library Facilities
- ü Computer/Technology Lab
- ü Family Resource Center
- ü Academic Intervention Labs

Extracurricular Activities

- ü Student Council
- ü Interscholastic Sports
- ü Chorus/Band/Orchestra
- ü After School Classes
- ü Saturday School
- ü Soccer League

Social Services

- ü School Resource Officer
- ü Head Start Preschool
- ü Adult Education
- ü Health Services
- ü Safe Schools/Healthy Children Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Conducted and attended activities to design, develop, and implement selected research-based instructional practices for teaching literacy. Implemented these selected, research-based, instructional strategies for teaching literacy schoolwide.
- Ü Implemented an organizational structure (Literacy Teams) to provide the support necessary for implementing a training and implementation plan to ensure effective literacy instruction in the classroom.
- Ü Received and implemented a state Reading First Grant, designed to increase reading achievement of all Kindergarten through third-grade students in the area of reading.
- Ü Designed and established an Academic Interventions Center, staffed with reading specialists and interventions aides. The center focuses on meeting the academic needs of the lowest achieving students in grades Kindergarten through third grade.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District's Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mary Brontsema	(602) 347-4100
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Patricia Barrier	(602) 347-4100
Student Health/Nurse	Terri Smith	(602) 347-4110

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 984 Copies = \$383.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.